

Beaconsfield Primary School Curriculum Overview

Subject: Music	Year Group: Year 3
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Our weekly Music lessons are taught by a specialist Music teacher.

The music curriculum is supplemented with weekly singing assemblies (EYFS, KS1 & KS2) and lunchtime choirs (KS1 & KS2).

Autumn 1	Autumn 2	Spring 1
<p>Unit: Glockenspiel 2</p> <p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> Develop their glockenspiel skills and learn to play a 'do re mi' song on the glockenspiel with some accuracy. <p>Most children will:</p> <ul style="list-style-type: none"> Play a 'do re mi' song on the glockenspiel with some confidence. Improvise to fit their own name into a solo response in a 6/8 song. <p>Some children will:</p> <ul style="list-style-type: none"> Be able to sing the pitch of 'fa' and have an understanding of the relationship between 'fa' and 'mi'. 	<p>Unit: Music Around the World</p> <p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> Sing a range of traditional songs from around the world with increasing confidence and good pitch-matching. <p>Most children will:</p> <ul style="list-style-type: none"> Sing back and sign, with increasing confidence, the singing names for a range of songs. Play the rhythm of rhymes featuring tiki-tiki, ti-tiki and tiki-ti rhythms, using un-tuned percussion. <p>Some children will:</p> <ul style="list-style-type: none"> Maintain an ostinato using claves, whilst not singing (using the 'thinking voice') while the rest of the class sing the melody. 	<p>Unit: Making Music 2</p> <p>All children will:</p> <ul style="list-style-type: none"> Sing back the singing names 'do, mi, so and la with increasing confidence and learn to read these from a tone-set on the board. <p>Most children will:</p> <ul style="list-style-type: none"> Switch between tapping the rhythm or pulse with increasing confidence, along to songs and rhymes. Develop an understanding of and be able to demonstrate (by clapping and saying) a ta-a (minim) rhythm. <p>Some children will:</p> <ul style="list-style-type: none"> Be able to do an action with confidence at an indicated moment within a song, that is not obviously on the pulse or rhythm, while singing or using the 'thinking voice'.

Spring 2	Summer 1	Summer 2
<p>Unit: Music and Movement</p> <p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> • React to live and recorded music, demonstrating an increasing awareness of tempo, pulse and phrases through movement around the room. <p>Most children will:</p> <ul style="list-style-type: none"> • Sing a solo or duo line with increasing confidence as part of a passing game. • React quickly to musical phrases played by the teacher, showing both rhythm and pitch simultaneously - picking up on patterns and predicting the music. <p>Some children will:</p> <ul style="list-style-type: none"> • Demonstrate an awareness of silence as part of musical phrases through moving or clapping on the rests, to songs and live music that feature rests. • 	<p>Unit: Playing Together</p> <p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> • Play a 'so mi' song on the glockenspiel as part of a call and response or ensemble activity with some confidence. • Copy a leader back with various rhythmical patterns, body percussion and vocal phrases in a 6/8 metre. <p>Most children will:</p> <ul style="list-style-type: none"> • Read aloud, clap and play a range of four-beat rhythm flashcards featuring ta (crotchet), ti-ti (quavers), sh (rests) and ta-a (minim) rhythms with some confidence. • Play an ensemble part with confidence on either the glockenspiel or un-tuned percussion. <p>Some children will:</p> <ul style="list-style-type: none"> • Transcribe the rhythm of known songs on the board using ta and ti-ti. 	<p>Unit: Exploring Musical Theatre</p> <p>Key Skills:</p> <p>All children will:</p> <ul style="list-style-type: none"> • Sing with increasing accuracy and tap the pulse to a 3/4 song using actions. • Learn to sing a musical theatre song with expressive lyrics and good diction. <p>Most children will:</p> <ul style="list-style-type: none"> • Create sounds to contribute to a group soundscape based on a scenario, following visual cues from the teacher. <p>Some children will:</p> <ul style="list-style-type: none"> • Gain an understanding of the different roles in a musical theatre production, such as choreographer and director.